

**SECRET**

RECOMMENDATION NO. 3

Establish a more definitive plan which will identify the academic skills needed to provide a balanced staff and require SP Careerists undergoing training to take those courses that are most needed by the Office of Personnel.

1. One of the current efforts to better identify academic skills needed by SP Careerists is the specification of training needs of individual employees in Development Gap Sheets. (The Gap Sheets list assignment and training requirements which individuals in the SP Career Service should next receive as determined by supervisors and the Career Board.) We are currently collating Development Gap Sheets received for all employees in grades 12, 13 and 14. Gap Sheets will later be prepared for all professional Personnel Careerists. An example of the Gap Sheet is attached.

2. In preparation of the final collation of the Gap Sheets, we have considered the following general areas of study in terms of providing a basic academic foundation for the professional personnel officer:

- Principles in Personnel Management
- Introduction to Data Processing
- Principles and Problems of Public Relations
- Motivation Factors in Personality
- Personnel and Industrial Psychology
- Group Discussion and Conference Leadership
- Business and Economic Statistics
- Advanced Administrative Management
- Quantitative Factors in Administration
- Human Behavior in Organizations
- Manpower Management
- Principle of Management
- Business Law

3. Data obtained from the Gap Sheets will, we believe, pinpoint individual academic needs relating to the specific areas of recruitment, selection, classification, evaluation and training. Attached is a summary of these courses thus far approved by the Personnel Career Service for its officers as well as a schedule of courses offered by local universities. Reviews will be conducted to determine the more meaningful courses to our careerists on an individual basis to provide a more definitive plan for future external training arrangements.

4. Additional interim reports will be provided as the above actions continue until the above actions are completed.

GROUP 1  
Excluded from automatic  
downgrading and  
declassification

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## ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:	EXTENSION	NO.
Chairman, Personnel Career Service Board 5 E 56 Headquarters		STAT
		DATE

TO: (Officer designation, room number, and building)

DATE

RECEIVED

FORWARDED

OFFICER'S  
INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1.

2.

3.

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15.

1. Your cooperation is requested in completing the attached form on the employee or employees named. Please fill out IV through VI and items 51 through 53 of VII.

2. This request originated from a decision of the SP Career Board to implement Step 4 of the Personnel Movement and Management in the 70's Project within our Service: "plan and provide what professionals need to improve their capability for new and more responsible duties (employee development geared to management needs)." More specifically, we devised the attached Individual Gap Sheet to accomplish the second and third elements of Step 4, namely:

Consider what each professional careerist who has potential to advance one or more grades needs in the form of specific job experience; specific rotational experiences; or training (internal and/or external).

Combine individual job/training needs into Career Service inventories of training and assignment requirements and use as assignment and training opportunities arise or can be arranged.

3. As you are aware, the PMMP 70's Project is now being worked on by the Career Services throughout the Agency. Just as the Office of Personnel experimentally performed Steps 1 and 2 of the Project, i.e., estimating the difference between promotional headroom and promotional needs, before recommending their general application, we now wish to prepare Individual Gap Sheets on

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SP careerists (initially all those in Grades GS-12 through GS-14) as the basis for improving our own program of personal development. We plan to share our experiences in implementing the Gap Sheet with the other Career Services.

4. The primary purpose of the form is to identify areas of possible improvement pertaining to individual SP careerists, as seen by the supervisor and the SP Career Board. These identifications may involve a personal attribute that could be improved (e.g., writing ability); a needed training course, or a desired job experience. I want to emphasize the reason we are completing this form is to systematically decide, in cooperation with supervisors, how we can best develop our individual careerists in accordance with the future requirements of the Career Service.

5. Also attached for your information is a copy of appropriate training and job experiences for SP careerists. The paper has been helpful in establishing preferred skill and experience levels to be acquired by SP careerists over a career span, but it is a guideline only. No attempt will be made to rigidly apply items I through III to all careerists, irrespective of their present age, grade and period of remaining service.

6. Please return the form EYES ONLY to the CMO/OP, 5 E 68.

## DEVELOPMENTAL GAP SHEET (OF CAREER SERVICE)

## I GENERAL

1. NAME	2. GRADE	3. OFFICE	4. AGE	5. YEARS IN PRESENT JOB	6. LAST FR EVAL.
7. POSITION			8. NAME OF SUPERVISOR		

## II ACADEMIC BACKGROUND

9. COLLEGE COLLEGE DEGREE <input type="checkbox"/> COLLEGE - NO DEGREE <input type="checkbox"/> CT <input type="checkbox"/> NO COLLEGE <input type="checkbox"/>	10. COLLEGE MAJORS PERSONNEL ADMINISTRATION <input type="checkbox"/> PUBLIC OR BUSINESS ADMIN. OR MGT. <input type="checkbox"/> SOCIAL SCIENCE(S) <input type="checkbox"/> OTHER <input type="checkbox"/>
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## III JOB PROGRESSION

11. INDICATE REMAINING JOB EXPERIENCES IN CENTRAL OP, EMPLOYEE SHOULD ACQUIRE.\* (COMPLETE FOR AN EMPLOYEE WITH MORE THAN 3 YEARS SERVICE IN AGENCY, IF APPLICABLE IN HIS CASE.)

## 12. SUBSTANTIVE EXPERIENCE NORMS FOR MID-PROFESSIONALS

NORM	COMPLETED		IF NOT COMPLETED, EXPLAIN AND INDICATE IF STILL NEEDED
	Yes	No	
A. 4 OR MORE ASSIGNMENTS WITHIN 14 YEARS. (DIFFERENT BRANCHES OR OFFICES) FOR GENERALISTS; 2 OR MORE FOR TECHNICAL SPECIALISTS.			
B. ASSIGNMENT TO AGENCY COMPONENT WITHIN 6 YEARS (APPLICABLE TO GENERALISTS ONLY).			
C. 2 YEARS OF PERSONNEL STAFF OR RESEARCH WORK (OR COMPARABLE EXPERIENCE) BY END OF 14TH YEAR.			

\* JOB PROGRESSION NORMS IN CAREER SERVICE MODEL THAT SHOULD BE INVOKED FOR EMPLOYEE CONCERNED.

## IV KNOWLEDGE OF PERSONNEL WORK

GOOD UNDERSTANDING	SUPERVISOR		OP/CSB		WORKING KNOWLEDGE	YES	NO
	YES	NO	YES	NO			
13. SUBSTANTIVE CONTENT PERSONNEL ADMIN.					17. PERSONNEL RESEARCH/STAFF WORK		
14. AGENCY PERSONNEL OBJECTIVES					18. BENEFITS AND SERVICES		
15. PERSONNEL PROBLEMS					19. SALARY AND POSITION ADMIN.		
16. PERSONNEL TRENDS					20. PERSONNEL STAFFING AND T/O ADMIN.		
					21. RECORDS CONTROL		
					22. LINE PERSONNEL WORK		
					23. OVERSEAS		
					24. NON-PERSONNEL SUPPORT ACTIVITY		
25. EMPLOYEE'S STRONGEST KNOWLEDGE(S) IF APPLICABLE					26. EMPLOYEE'S WEAKEST KNOWLEDGE(S) IF APPLICABLE		

## V PERSONAL SKILLS AND ATTRIBUTES

STRONG IN SKILL	SUPERVISOR		OP/CSB		STRONG IN SKILL	SUPERVISOR		OP/CSB	
	YES	NO	YES	NO		YES	NO	YES	NO
27. RESPONSIVENESS (IN SUPPORTIVE ROLE TO AGENCY OFFICIALS)					31. GETS THINGS DONE				
28. EFFECTIVENESS IN PERSONAL DEALINGS					32. THOROUGHGOING				
29. SELF RELIANCE					33. WRITING ABILITY				
30. DRIVE					34. VERBAL EFFECTIVENESS				
					35. PLEASING PERSONALITY				
					36. IMAGINATION AND ORIGINALITY				
37. EMPLOYEE'S STRONGEST PERSONAL SKILL(S) AND ATTRIBUTE(S) IF APPLICABLE					38. EMPLOYEE'S PERSONAL DEFICIENCIES, IF APPLICABLE				

## VI MANAGERIAL SKILLS

STRONG IN ITEM	SUPERVISOR		OP/CSB		STRONG IN ITEM	SUPERVISOR		OP/CSB	
	YES	NO	YES	NO		YES	NO	YES	NO
39. REPRESENTATION AND COMMUNICATION					45. ANTICIPATION OF CONSEQUENCES OF PROSPECTIVE ACTIONS				
40. PLAN AHEAD					46. PERCEPTION OF THINGS THAT NEED TO BE DONE				
41. CAPACITY TO INFLUENCE OTHERS					47. ABILITY TO DELEGATE				
42. SUPERVISORY ABILITY					48. EFFECTIVENESS IN OFFICE MGT.				
43. DECISIVENESS									
44. MATURE JUDGMENT									
49. EMPLOYEE'S STRONGEST MANAGERIAL SKILL(S) IF APPLICABLE					50. EMPLOYEE'S WEAKEST MANAGERIAL SKILL(S) IF APPLICABLE				

## VII. PERSONAL DEVELOPMENT

## 51. ASSIGNMENTS THAT SHOULD BE UNDERTAKEN

	NECESSARY	WHEN	PREFERABLE	WHEN
SUPV.				
OP/ CSB				

## 52. OTHER DEVELOPMENT DESIRED

	TRAINING	WHEN	OTHER DEVELOPMENTAL ACTIONS	WHEN
SUPV.				
OP/ CSB				

## 53. IF ANY OF THE SKILLS OR KNOWLEDGES LISTED IN IV, V, AND VI WERE MARKED NO, INDICATE WHAT SHOULD BE DONE IF IMPROVEMENT IS FEASIBLE

	SKILL OR KNOWLEDGE	CORRECTIVE ACTION
SUPV.		
OP/ CSB		

## 54. EMPLOYEE'S POTENTIAL FOR GS-14 OR ABOVE (TO BE COMPLETED BY OP/CSB)

Yes ☐No ☐

## 55. DUE DATE FOR PROGRESS REPORT ON CORRECTIVE ACTION (TO BE COMPLETED IF APPLICABLE BY OP/CSB)

ITEM	DATE OF REPORT

CAREER SERVICE MODEL FOR DEVELOPMENT OF PERSONNEL PROFESSIONALS  
(APPLICABLE TO PROFESSIONALS WITH POTENTIAL FOR DEVELOPMENT)

(GENERAL NORMS (FOR GUIDANCE ONLY))

1. ACADEMIC BACKGROUND

CT OR COLLEGE GRADUATE  
MAJOR IN ADMIN., MGT., OR SOCIAL SCIENCES

2. TRAINING

A. IN-HOUSE

INTRODUCTION TO COMMUNISM                      MANAGERIAL GRID OR ADVANCED MANAGEMENT (PLANNING)  
INTRODUCTION TO INTELLIGENCE                  SUPPORT SERVICES REVIEW: TRENOS AND HIGHLIGHTS  
ADP ORIENTATION  
SUPERVISION OR MANAGEMENT

B. EXTERNAL

BASIC - AT LEAST ONE UNIVERSITY COURSE IN PERSONNEL MGT. POSITION CLASSIFICATION,  
OR EMPLOYEE RELATIONS IF NONE IN COLLEGE; ONE OR MORE 1-4 WEEK SESSIONS  
IN THEORY OR ORGANIZATIONAL SCIENCE, BEHAVIORAL THEORY, SYSTEMS ANALYSIS  
OR PPBS.

FOR SELECTED INDIVIDUALS - UNIVERSITY TRAINING IN PERSONNEL OR ADMINISTRATIVE FIELDS;  
TOPICAL OR TECHNICAL TRAINING IN SPECIALIZED PERSONNEL  
SUBJECTS.

C. WITHIN OP

ATTENDANCE OF PERSONNEL CAREERISTS AT DIVISION BRIEFINGS AND OP PROBLEM SOLVING  
SEMINARS. ATTENDANCE BY PERSONNEL OFFICERS AT D/PERS MONTHLY MEETINGS  
(OTHER PERSONNEL CAREERISTS WITHIN SHOPS BROUGHT TO MEETINGS AS SITUATION PERMITS).

3. DESIRED AGE LEVEL PROGRESSION

ASSIGNMENT BY AGE 40-45 OR SOONER TO OP KEY POSITION (OR APPROXIMATE EQUIVALENT), OR  
READINESS FOR ASSIGNMENT TO KEY POSITION, AS DETERMINED BY OP CAREER SERVICE.

4. DESIRED JOB PROGRESSION

A. INITIAL (1ST THREE YEARS OF ENTRY IN OP CAREER SERVICE)

ONE- OR TWO-YEAR ASSIGNMENTS, AS PRACTICABLE, IN OP CENTRAL UNITS (E.G., PMCD, CPD,  
WARO, RETIRE. BR. AND BSD).

B. MID-PROFESSIONAL (BETWEEN 3 AND 15 YEARS FROM ENTRY IN OP CAREER SERVICE)

- (1) THREE OR MORE ASSIGNMENTS TO SPECIALIST JOBS IN OP OR GENERALIST JOBS IN COMPONENTS DURING NEXT 3-15 YEARS. (OP ASSIGNMENT OBJECTIVE: 3 YEAR TOURS INSIDE AND OUTSIDE CENTRAL OP WITH ONE OR TWO EXTENSIONS OF ONE YEAR CONSIDERED UPON REQUEST. EXCEPTIONS ALSO FOR FUNCTIONAL SPECIALISTS.)
- (2) ASSIGNMENT TO A COMPONENT BY END OF 6TH YEAR UNLESS EMPLOYEE IS EXPECTED BY OP CAREER SERVICE TO INDEFINITELY CONTINUE IN FUTURE AS TECHNICAL OR FUNCTIONAL SPECIALIST IN CENTRAL OP.
- (3) BY THE END OF THE 14TH YEAR, EMPLOYEE HAS SERVED 2 OR MORE YEARS IN A STAFF OR ADVISORY CAPACITY; IN A PLANNING OR RESEARCH POSITION; OR IN A POSITION REQUIRING CONSIDERABLE TIME TO BE SPENT IN SUCH ACTIVITIES.
- (4) EMPLOYEE EITHER ASSIGNED WITHIN 14 YEARS TO A KEY JOB IN OP CAREER SERVICE (OR APPROXIMATE EQUIVALENT) OR IS CONSIDERED READY FOR SUCH AN ASSIGNMENT BY SP CAREER SERVICE.

5. STRONG EVALUATION IN FOLLOWING PERSONAL SKILLS AND ATTRIBUTES

RESPONSIVENESS IN SUPPORTIVE ROLE TO AGENCY OFFICIALS	GETTING THINGS DONE THOROUGHGOING
EFFECTIVENESS IN PERSONAL DEALINGS	WRITING ABILITY
IMAGINATION AND ORIGINALITY	VERBAL EFFECTIVENESS
SELF RELIANCE	PLEASING PERSONALITY
DRIVE	

6. STRONG EVALUATION IN FOLLOWING MANAGERIAL SKILLS

REPRESENTATIONAL AND COMMUNICATING SKILLS	MATURE JUDGMENT
PLANNING AHEAD	ANTICIPATION OF CONSEQUENCES OF PROSPECTIVE ACTIONS
CAPACITY TO INFLUENCE OTHERS (SUBORDINATES, PEERS, SUPERIORS)	PERCEPTION OF THINGS THAT NEED TO BE DONE
SUPERVISORY SKILL (INCLUDING DEVELOPMENT OF SUBORDINATES; MAINTENANCE MORALE AND LOYALTY)	ABILITY TO DELEGATE
DECISIVENESS	EFFECTIVENESS IN MANAGEMENT OF OFFICE

7. FAMILIARITY WITH PERSONNEL WORK

A. GOOD UNDERSTANDING OF FOLLOWING:

SUBSTANTIVE CONTENT OF PERSONNEL ADMINISTRATION	PERSONNEL PROBLEMS
AGENCY PERSONNEL OBJECTIVES	PERSONNEL TRENDS

B. ACTUAL EXPERIENCE IN A MAJORITY OF FOLLOWING FUNCTIONS:

PERSONNEL RESEARCH/STAFF WORK	PERSONNEL STAFFING ADMIN.
BENEFITS AND SERVICES	RECORDS CONTROL
SALARY AND POSITION ADMIN.	LINE PERSONNEL ADMIN. IN COMPONENTS

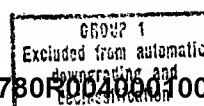
C. DESIRABLE EXPERIENCES (NOT NORMS)

OVERSEAS  
PERFORMANCE OF NON-PERSONNEL SUPPORT FUNCTIONS



SPONSORED ACADEMIC TRAINING COURSES THUS FAR APPROVED  
FOR PERSONNEL CAREERISTS

Manpower Utilization & Planning  
Managerial Statistics  
Human Behavior in Organization  
Governmental Budgeting  
Quantitative Factors in Administration  
Administration in Government  
Public Personnel Administration  
Advanced Administrative Management  
Behavioral Factors in Large Organizations  
Technological Change and Manpower  
Current Issues in Organization Behavior  
Seminar: Manpower Development and Utilization  
Problems in Public Personnel Management  
Seminar in American Political Institutions  
Problems in American Government and Politics  
Seminar in Public Law  
Seminar in Public Opinion  
Seminar in Legislatures & legislation  
Seminar in Governmental Organization & Theory  
Statistical Methods in Experimental Psychology  
History and Systems of Psychology  
Psychology of Motivation  
Personnel Measurement  
Human Factors Engineering  
Principles of Public Administration  
Business Statistics  
Office Operations and Management  
Labor Relations  
Introduction to Counseling & Personnel Services  
Business and Government  
Industrial Psychology  
Management and Organization Theory  
Production Management  
Labor Legislation  
Business Policies  
Design of Organization  
Seminar in Manpower Management  
The Labor Relations of Public Employment  
Industrial Relations: The Legal Environment  
Personnel Management Operations  
Human Relations  
Seminar in Personnel & Manpower Management  
Policy Formulation



Introduction to Quantitative Methods  
Design of Organization  
Planning, Programming, & Budgeting  
Seminar in Manpower Management  
Quantitative Methods in Decision Making  
Human Behavior in Organizations  
Administration in Government  
Problems in Public Personnel Management  
Current Issues in Organizational Behavior  
Behavioral Factors in Process of Change  
Behavioral Factors in Large Organizations  
Introduction to Cybernetics  
Analysis of Government Organization & Process  
Modern Public Management  
Administrative Law & Process  
Introduction to ADP Systems  
The Process of Management  
Government and Politics  
State and Local Administration  
Public Speaking  
Fundamentals of Math  
International Political Relations  
Sociology of Occupations and Careers

SCHEDULE OF COURSES OFFERED BY LOCAL UNIVERSITIES, ETC

Personnel Management  
Personnel Administration  
Public Administration  
Business and Economic Statistics  
Administrative Management  
Management Development Progress  
Personnel and Manpower Management  
Business Management  
Administrative Communications  
Methods in Decision Making  
Planning, Programming, Budgeting  
Human Relations  
Personnel Management Operations  
Personnel and Manpower Management  
Public Personnel Administration  
Principles of Public Personnel Administration  
Manpower Utilization & Public Personnel  
Requirements Planning  
Psychological Instruments and Methods in Public  
Personnel Administration  
Executive Selection and Appraisal in Government  
The Labor Relations of Public Employment  
Management of the Governmental Administrative  
Establishment  
Advanced Organization Theory  
The Analysis of Governmental Organization & Operation  
The Staff Function in Government  
Position Classification  
Adverse Actions  
Psychology

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